



THE DISTRICT

CE PRIMARY SCHOOL

Prospectus

2017-2018

— TOGETHER WE SUCCEED —

The District CE Primary School, Patterson Street, Newton-le-Willows, Merseyside WA12 9PZ

Tel: 01744 678250 Fax: 01744 678251 Email: district@sthelens.org.uk

www.district.st-helens.sch.uk

WHAT MATTERS TO US:



- A high level of achievement.
- A passion for learning.
- An exciting and innovative curriculum, embracing new techniques.
- A commitment to both school and community.
- An inspiration for life long learning.
- The promotion of spiritual growth and a moral understanding of the world around us.



WHO IS RESPONSIBLE FOR THE SCHOOL

Chairperson of the Governors	Mr J Mitchell
Vice Chairperson	Lisa Cunliffe
Foundation Governors	Rev'd V Hughes Vacancy
L.A. Governor	Cllr J Bell
Staff Governor	Mrs S Swift
Parent Governors	Mrs L Cunliffe Mrs T Thomas Mr J Mitchell
Co-opted Governors	Mr M Bridge Mrs J Clewes Mr F Maguire
Headteacher	Mrs L Shelford
Associate Governors	Mrs K Cliffe Mr P Ferguson
Clerk to the Governors	L.A. Official

There is no longer a legal requirement to hold an annual Parents Meeting with the Governors of the school.

HOME SCHOOL LINKS

Regular newsletters keep parents fully informed of every day activities, their children's curriculum and school events. In addition, all this information and other important documents can be accessed through the school website www.district.st-helens.sch.uk, updates on school events are also available on Twitter @TheDistrictCE and Facebook, The District CE Primary School. In the summer term, before your child starts school, we invite you and your child to a series of curriculum workshops and classroom visits where you will begin to get to know what it feels like to be a part of the school community and how much we value the support of our parents.

At the beginning of the school year a Curriculum Welcome meeting is held for each year group, focusing upon expectations for the planned curriculum and activities ahead. Parent Consultation Evenings are held twice a year to discuss progress and achievement. In the Autumn Term targets are shared with parents for the upcoming year, whilst the Spring Term meeting focuses upon the progress made so far and next steps. In the Summer Term we hold an 'Open Evening' allowing you to share your child's achievements over the year. At the end of the academic year an annual report is written to keep parents fully aware of the progress of their child, along with targets for the following year.

PARENTAL PARTNERSHIP



Parents and carers play an important role in our school community. Our welcome starts in June when new parents are invited into school to meet the staff and look at resources.

At The District we promote family learning through encouraging parents and carers to work alongside their children, both at home and in school.

The staff are always available to see parents after school, by prior appointment and happy to deal with problems, however trivial they may seem. Staff curriculum meetings to explain current changes and policies often run alongside parental workshops.

FRIENDS OF THE DISTRICT

Our Friends of The District raise funds to help enrich the school curriculum as well as. All parents/carers are invited to attend meetings and are warmly invited to lend a hand where possible.

Our meetings are held every term usually on a Friday from 3.30 and last approximately 1 hour. A crèche is usually available. If you cannot commit to join us for the meeting, please give us your support by helping out at the many events which take place throughout the year, or by coming along to the events.

HOME SCHOOL AGREEMENT

Our Home School Agreement is issued annually, please see appendix.

EMERGENCY CONTACT FORMS

Please ensure that two telephone numbers are provided to school prior to admission. If any changes to these numbers take place, the new details should be passed to the school office immediately. We use a texting system to contact parents so it is vital that we always have an up-to-date phone number.

SCHOOL COMPLAINTS

Should you have any complaints, please contact school in the first instance.

OUT OF HOURS CLUB



Breakfast Club

The breakfast club run from 7.30am to 8.55am. Children are provided with a breakfast from a selection of cereals and juices and toast and fruit.

After School Club

Children can attend the after school club once the school day ends. The club runs from 3.15pm to 6.00pm and children will be provided with a small tea. We are available to care for children aged 3-11 years with an array of interactive exciting toys and resources for all ages. We also work closely in partnership with the school staff to keep parents informed of any necessary information. Snack and drinks are readily available throughout the sessions. The children have access to a range of activities, homework support, resources and facilities.

Our services are available for all kinds of parents' needs, ranging from people who want their child to attend just 1 breakfast session, 1 after school session to full time (5 breakfast and afterschool club sessions) per week. Prices are available on request.

"I like having a fun time, playing with toys, dancing and dressing up" – Joe, Macey, Liam.

"I like baking and crafts" – Keira.

"I like coming to breakfast club because I can play with my friends, watch movies and get to play outside on the field" – Luis and Skye.

Holiday Club

Our holiday club runs throughout the school holiday period except Christmas. Prices are available on request.

HOLIDAY LIST : 2017-2018

School closes evening of		School opens morning of
SUMMER		Wed 6 Sept 2017
HALF TERM	Fri 20 Oct	Mon 30 Oct 2017
CHRISTMAS	Thur 21 Dec	Tues 9 Jan 2018
HALF TERM	Fri 9 Feb	Mon 19 Feb 2018
HALF TERM	Thur 29 Mar	Mon 16 April 2018
MAY DAY	Fri 4 May	Tue 8 May 2018
HALF TERM	Fri 25 May	Tue 5 June 2018
SUMMER	Wed 25 July	2018

UNIFORM

The school has a strong reputation for the smart appearance of the children. We promote the importance of personal presentation as part of learning for life.

The uniform is listed below:

Bottle green sweatshirt or cardigan with or without the school "train" logo.

Emerald green polo shirt with or without the "train" logo.

Grey skirt or trousers.

P.E. Tee-shirt plain white and black shorts

A school baseball cap, with the school logo is available from school which is very useful in the summer months.

Book bags with school logo are also available from school.

Our new logo will be available shortly, but parents can use either logo until old logo stocks run out.



It is very important that each garment is clearly marked with the child's name.

Stockists

Tesco online <http://www.ff-ues.com>

Busybee Clothing, Queen Street, Earlestown

Whittakers Schoolwear, 38 Bridge Street, St Helens, WA10 1NW

Sportslane 6 Gerard Street, Ashton-in-Makerfield, Wigan WN4 9AA

In the summer, pupils may wear a green and white striped or gingham school dress or grey shorts.

Shoes must be flat and suitable for school. Trainers are not allowed.

It is preferable that pupils do not wear earrings in school. If earrings need to be worn then they must be a stud type. **Hoop earrings are not allowed.** Children should remove earrings when taking part in PE and swimming for health and safety.

THE SCHOOL DAY

	MORNING SESSION	LUNCHTIME SESSION	AFTERNOON SESSION
2 year olds	8.45 - 11.45 a.m		12.30 - 3.30 p.m.
Nursery	8.45 - 11.45 a.m.		12.30 – 3.30 p.m.
Reception	8.55 a.m. - 12 p.m.		12.55 - 3.15 p.m.
KS1	8.55 a.m. - 12 p.m.		12.55 - 3.15 p.m.
KS2	8.55 a.m. - 12 p.m.		12.55 - 3.20 p.m.

Curriculum Teaching Time

The teaching hours each week are:

21 hours 15 minutes in Key Stage 1

23 hours 50 minutes in Key Stage 2

This does not include registration and collective worship time.

Foundation Stage undertakes teaching time/continuous provision for a total of 26 hours 15 mins.

Please note school doors are open from 8.45 a.m. each morning to allow the children personal learning time and to ease congestion.

ABSENCES FROM SCHOOL

On the first day of absence a telephone call to the office is requested. A written note must follow all absences from the parent or carer giving the reason. Absence and lateness are monitored and if problems occur our Education Welfare Officer may need to visit the home. It is vital that children attend school regularly so that they do not miss out on important learning. Continued poor attendance can lead to the local authority taking action including prosecution. **The school does not support holidays in term time because children lose valuable time, penalty notices may be issued if holidays are taken.** We have a 100% attendance rewards.

MEDICATION

Parents whose children need prescribed medication for short term conditions are asked to make arrangements for an adult to come to school to administer the medication or make arrangements around the school day hours. **We are not authorised to administer short term medication and do not have the facilities for storing it in school.** Long term medication should be discussed with the headteacher or deputy headteacher so that individual arrangements can be made. Any medication administered in school can only be done with written parental consent. Please ask your Doctor for prescribed medicines to be given 3 times daily rather than 4 times daily where possible. A MED1 Form must be completed and updated immediately should there be any change. All medicines must be clearly labelled. This includes inhalers. We keep all medicines in a locked area in the school office. First Aiders take responsibility for administering medication. This is in accordance with the LA recommendations.

CHARGING POLICY

The school has adopted certain policies relating to this issue. They are in brief:

- A charge may be made for lost or damaged books or equipment.
- The school will seek voluntary contributions to cover the cost of school trips, certain materials and the services of visiting performers and experts. If there are insufficient voluntary donations, then the event may be cancelled.

SCHOOL MEALS

Children may have a school dinner or alternatively bring a packed lunch in a suitable container. Dinner money is collected **each Monday** and the correct amount should be sent in a **named envelope** to school. Change is not given but credited to the following week, as outlined in LA Dinner Money Policy. If a child wishes to change from school dinner to packed lunch or vice-versa, this can be accommodated at the start of each new half term. Children in Reception and KS1 will receive a universal free school meal.

SCHOOL SAFETY

Parents are requested to park their car in a safe place away from the school entrances, so that the children's safety is prioritised. Parking is available on the Market Square (except Fridays) or St John's Street car park – a short walk from the school.

All coaches booked for school trips will have seat belts and each child will have their own seat. The school governors consider that this is important for the safety of the children.

CHILD PROTECTION

The Governors of the school have a policy, which focuses on the need to protect pupils and staff at all times. We recognise the need to operate the school day fully, whilst maintaining a balance with security. Considerable practical steps have been taken to organise a secure environment.

During school hours, controlled access to the school buildings is via the main entrance. This will mean that entrance to the school will be controlled directly from the school office. For safety, children cannot be released from school in lesson time, unless they are collected by an adult who must sign them out at the school office. Should this adult not be a parent, then they will need written consent from the parent to collect the child.

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no choice but to follow procedures and inform Social Services. Our school Safeguarding lead is Mrs S Swift..

The school works closely with parents to promote eSafety by:

- Being good role models
- Keeping e-safety issues high on the agenda
- Promoting sensible behaviours
- Following school guidance
- Issuing the e-safety policy for the school

SCHOOL ADMISSIONS POLICY

The Local Education Authority administers admission arrangements. Parents seeking admission to school or nursery should contact the Headteacher or Business Manager at school. They will then be given an admission form for completion. Application forms for the new intake in September should be completed and returned to the school by November of the previous year. Parents will normally be advised of the allocation of primary school places by the Easter time.

Every attempt is made to meet parents' first preference of school, but parents should also state a second and third preference. If more applications are received than the number of places available, the Local Authority will use the following criteria, in order of priority, for deciding how places will be allocated:

- (i) *looked after children and previously looked after children;
- (ii) children who have a brother or sister at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters, or a child of the parent/carer's partner and , in every case, who is living at the same address and is part of the same family unit;
- (iii) other children.

*A looked after child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their Social Services functions (under Section 22(2) of the Children Act 1989). A previously looked after child is one who immediately moved on from that status after becoming subject to an adoption, residence or special guardianship order.

Tie-Break

In the event of any oversubscription in the number of applications made under any of the categories above, the Local Authority will offer places first to children whose family home is nearest to the school. The measurement shall be done by the Local Authority in a straight line using a Geographical Information System (GIS) based on Local Land and Property Gazetteer (LLPG) data and the National Grid co-ordinates for the family home and the school. Where the tie-break does not distinguish between applicants, eg children living in the same block of flats, random allocation will be used. This will be done by drawing lots and supervised by someone independent of the school.

Special Conditions for Twins (etc)

Where the final place in a year group is offered to one of twins or triplets etc, the Local Authority will not apply the tie-break as it will admit the other twin etc too, even if that means going above the admission number for the school concerned.

Waiting-lists and Appeals

Where there are more applicants than places for a particular school for the Reception Year intake, the Authority will keep a waiting-list and inform parents about how they can appeal.

ARRANGEMENTS FOR VISITING THE SCHOOL

Parents who may be seeking a possible admission to the school can make an appointment to look around the school by telephoning in advance or calling in at the school office. Where parents wish to discuss particular problems with the class teacher, an appointment must be made. This will enable the teacher to be available and minimise any disruption to lessons. Parents may contact the Business Manager regarding administrative queries, i.e. free meals queries, contact information, etc.

SCHOOL ORGANISATION

The school is organised into three departments:

HEADTEACHER

Mrs L Shelford

DEPUTY HEADTEACHER

Mrs J Clewes

ASSISTANT HEADTEACHERS

Miss T Seaman
Mrs C Clark

BUSINESS MANAGER

Office Manager
Clerical Officer
Clerical Assistant

Mrs K Cliffe
Mrs C Marlow
Mrs E Bold
Mrs C Appleton

HEAD OF SAFEGUARDING & EXTENDED SERVICES

Learning Mentor
Senior Pastoral Assistant

Mrs S Swift

Mrs D Barker
Mrs K Knox

TEACHERS

Mrs S Abbott
Mr D Atkinson
Ms M Barrow
Mrs C Clark
Miss A Davin
Miss G Davies
Miss L Donafee
Mr D Holden
Miss K Horkins
Mrs K Hughes
Mrs R Hughes
Ms S Logan
Mrs C Osborne
Mrs B Riley
Miss T Seaman
Mrs H Wright

TEACHING ASSISTANTS

Miss V Anderson
Mrs L Bellamy
Mrs D Chisnall
Miss H Colebrook
Mrs S Easton
Ms K Fitzhentry
Miss E Hill
Mrs J Ingram
Mr M Isherwood
Ms S Leonard
Mrs L McFarlane
Miss A Moore
Mrs H O'Connor
Mrs L Poole
Mrs A Thackray
Mrs N Thomson
Ms A Turner
Mrs R Wilkinson

HIGHER LEVEL TEACHING ASSISTANTS

Mrs S Davies
Miss G Holcroft

MID-DAY SUPERVISORS

Mrs D Chisnall
Miss H Colebrook
Mrs M Eaton
Mrs D Hewitt
Mrs L Hickey
Miss E Hill
Ms S Leonard
Mrs A Lucas
Mrs T Maguire
Miss A Moore
Miss A Potts
Mrs C Potts
Mrs J Sankey
Mrs N Thomson
Mrs R Wilkinson

OUT OF HOURS CLUB

Mrs K Jones
Mrs L Duckworth
Mrs S Easton
Mrs K Bratkowska
Mrs H O'Connor
Mrs A Thackray

COOK

Mrs S Johnson

CARETAKER

Mr R Taggart

APPRENTICES

Miss L Ainsworth

HOW WE TEACH

Children have differing needs and strengths and they learn different things at a different pace. They may find one subject easy to grasp but the skills of another very hard. Learning does not take place in a smooth progression. There are often sudden spurts, followed by a time of consolidation. We take all these factors into account when planning our lessons. There are times when we know that children will learn best from:

- Whole class lessons
- Ability groups
- Mixed ability groups across two-year groups
- Individual work to facilitate independent research

A mixture of these methods will be used to suit the needs of the children. Staff constantly monitor progress and development so that they know when to introduce the next objective that will both challenge, and yet give children the opportunity for success. Children are also encouraged to assess their own learning to ensure that they fully understand what is expected of them.

THE EARLY YEARS FOUNDATION STAGE



The time in your child's life between birth and age 5.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children mostly develop the 3 prime areas first. These are:

- ❖ Communication and language;
- ❖ Physical development; and
- ❖ Personal, social and emotional development.

These prime areas are the most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

- ❖ Literacy;
- ❖ Mathematics;
- ❖ Understanding the world; and
- ❖ Expressive arts and design

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

Our 2 year old provision runs from the Little Stars Room in the Children's Centre. Parents' can choose from either a morning or afternoon session dependent upon availability. We aim to provide the highest standard of care and learning opportunities for all our children. We keenly follow the children's interests, providing exciting and stimulating play experiences.



THE NATIONAL CURRICULUM COMPRISES:

- | | |
|-----------------------|--|
| ❖ English | ❖ Information & Communication Technology |
| ❖ Mathematics | ❖ Physical Education |
| ❖ Science | ❖ Music |
| ❖ History | ❖ Art |
| ❖ Geography | ❖ Design Technology |
| ❖ Religious Education | ❖ Personal, Social, Health & Citizenship Education |
| | ❖ Modern Foreign Language (MFL) - French |

Within each class, the organisation takes account of the subject being taught and the individual needs of the child. Children are taught as a whole class, in small groups, or individually as appropriate. Some lessons will be taught on an individual subject basis while others lend themselves to a cross-curricular approach.

In some subjects in upper key stage 2, for example literacy and numeracy, children are grouped according to their ability, enabling staff to direct their teaching to the children's needs. On-going continuous assessment takes place to ensure each child is grouped correctly. The curriculum throughout the school is planned to ensure that every child experiences continuity and progression in each subject.

ENGLISH



At The District CE Primary, we believe that children's understanding and use of the English language provides access to the whole primary curriculum. Through an integrated programme of speaking and listening, reading and writing, we aim for all children, regardless of initial competence, to become competent, literate members of society. By the end of Year 6, we aim to ensure that all children:

- Are able to discuss and share their thinking clearly in order to learn;
- Have a suitable vocabulary to articulate their thoughts and opinions and to make formal and informal presentations;
- Will learn to read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- Enjoy a wide variety of texts and will become lifelong readers and learners;
- Will learn to write effectively, in various forms and for a range of purposes and audiences;
- Can construct a range of appropriately punctuated and structured sentences to ensure clarity of meaning;
- Will be equipped with the skills to be independent spellers, who are able to access a range of strategies to monitor and self-correct, thus ensuring clarity of meaning;
- Will develop and interest in words and their meanings and the effects that they can create;
- Will have a clear, neat, legible handwriting style.

Following the success of The Year of Reading, we have introduced the Accelerated Reading program to support us in monitoring and assessing reading. The more words per day a student reads, the better reader they become and this program will continue to encourage pupils to read every day.

Chitter Chatter Matters:

This year, we are focusing on the oracy of our pupils. Speaking well supports children in their development as readers and writers. We will be encouraging lots of quality talk through poetry performances, debates, presentations, Book Talk, storytelling and much more. Children will be supported to articulate themselves in all areas of the curriculum. Talk, explain, chitter-chatter - it all matters!

Accelerated Reader

Every child from Y2 to 6 complete a STAR reading test, a multiple choice reading assessment completed on the computer. In the test, questions continually adjust to your child's responses, so if their answers are correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced. From the outcome of this test, we can direct pupils to a range of books, which provide a comfortable reading level where they should thrive. It is important that pupils are reading for understanding. Once they have read a book, pupils take a quiz, which assesses their comprehension and understanding. The results are available immediately to share with the child; they can collect points from each book read and even keep a running total of the number of words read! This program will run alongside our usual reading practice.

MATHEMATICS



This year we aim to bring to life maths across the curriculum, equipping the pupils with a maths knowledge and understanding that makes sense to them. In turn, we will see improved maths standards at our school and a culture where pupils and staff are excited by maths and eager to share their maths WOW moments.

Maths is Fun! At The District CE Primary School, we aim to make this statement a reality. This is achieved in many ways; through paired and group work as well as individual challenges, taking maths outside of the classroom, making links to the outside world, use of Number Fun songs and times tables songs, interactive Number Fun activities, completing activities such as Maths Apprentice, etc.

SCIENCE

Our work in this subject ensures that children relate science to everyday life and are stimulated by investigational, exploration and problem-solving activities during curriculum time. We provide exciting resources which stimulate learning opportunities and develop skills for life-long learning. These include plant studies, animal studies, everyday materials and seasonal changes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Computing prepares our children for the 21st century digital world, in which the use of technology is varied and constantly developing. Computing is integral to our curriculum, creating confident users of technology. We believe these are essential skills for our pupils' future. Here at The District CE, pupils use ICT tools to exchange, explore, analyse and present information, responsibly and creatively, in order to advance their learning across the curriculum. Increased capability in the use of digital technologies promotes initiative, and both independent and collaborative learning. We know the importance of modelling and promoting e-safety and good digital citizenship. This is taught hand in hand with the ICT skills.

We are well equipped in both software and hardware for all pupils' use, across school. These range from control robots and e-microscopes to iPads and laptops. We have a secured wireless network to enable pupils to make appropriate use of the internet.



HISTORY



At The District C.E. Primary School, we aim to give the children the opportunity to develop an awareness of the past and to consider how and why things have changed over time. They may do this by visiting historical buildings or by visiting museums in the area. We also welcome visiting speakers into our school to provide the children with the chance to look at and handle artefacts.

The children are also encouraged to research the lives of famous historical figures and the impact they have had locally, nationally and internationally. The study of artefacts and photographs related to these people helps to develop a chronological awareness.

We provide our children with the vocabulary they need to talk about the passing of time.

GEOGRAPHY

Our aim in Geography is to stimulate children's interest and curiosity in the immediate and wider world and to develop their awareness of their part in it. Pupils begin by investigating their own locality and surrounding areas and over time develop their awareness of the wider world, learning about different environments, places and the people that live there. Children are encouraged to develop their enquiry skills through questioning and taking part in indoor and outdoor activities.



DESIGN TECHNOLOGY



Design Technology gives the children opportunities to design, make and evaluate products using different materials, tools and techniques. Planning ideas, practical skills of construction, safety aspects and the evaluation of finished products are all part of this subject.

PHYSICAL EDUCATION

In Physical education we aim to provide an enjoyable, balanced programme with opportunities for all pupils to develop physically, socially, emotionally and intellectually. The Physical Education curriculum offers a comprehensive range of experiences to meet the individual pupils and encourage active involvement by all performers and observers. The children have the opportunity to take part in all sports and these are delivered by specialist coaches during PE lessons. The school also runs various extracurricular activities from Cheerleading, Rugby, Football and golf.



MUSIC



We aim to provide a high quality music education where children develop an understanding, make their own judgments and apply their musical knowledge. Pupils are encouraged to participate in creating accompaniments and invent compositions using their voices, bodies and a variety of musical instruments.

We aim to develop a love for music that builds on creativity and develops self-esteem and self-confidence through an exciting and engaging music curriculum.

We also provide opportunities to participate in school productions and community events giving pupils the opportunity to showcase their talents and provide an invaluable experience to develop a sense of achievement.

ART

Our Art curriculum encourages creativity and imagination and fosters the progressive development of skills and techniques in sketching, painting, print, collage, textiles and three-dimensional work.

We aim to foster an appreciation of the work of famous artists and that of other children.



RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP



Here, at The District C.E. Primary School we aim to make Collective Worship a key focus of the day. Worship can help the children feel special and develop a sense of their individual worth. We are very proud of our School Worship Team who actively involve themselves in the planning and preparation of our Collective Worship.

As a church voluntary controlled school, worship is predominately Christian, although children are made aware of other religions, beliefs and practices.

We aim to make the place where the children go to worship different from any other time by using focal points, music and outside visitors to help spread the Christian message. Our Christian message focuses on the 6 Christian values respected throughout the school by staff, pupils and the wider community.

At The District C.E. Primary School, we follow the St Helens agreed syllabus for RE alongside the RE syllabus of Liverpool Diocese. Our RE teachings focus mainly on the teachings of Christianity, looking at major Christian festivals and the daily life styles of various Christian groups. Children also learn about other major world religions, their festivals and cultures.

Parents have the right to withdraw their child from collective worship and RE lessons (except where it forms part of the National Curriculum). If you wish to do so please put your request in writing to the Headteacher.

MFL - FRENCH

All Key Stage 2 children receive 1 French lesson per week, lasting for 40 minutes. The children are able to progress their speaking, listening, reading and writing skills in the target language across the Key Stage, using the Janet Lloyd Network scheme. The scheme begins with basic French in Y3, covering colours, numbers and personal information and progresses to writing, using French dictionaries and scaffolds, without the support of the teacher further into the Key Stage.

The scheme also allows children to explore and discover French culture through tasting typical French food, learning about different towns and cities in France and exploring French celebrations such as Carnival and Epiphany.

In Year 5, some children have the opportunity to have their own pen pal in France. More information about this can be found on our school website.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

In PSHCE, pupils learn about themselves as developing individuals and as members of their community, building on their own previous experiences. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

SPECIAL EDUCATIONAL NEEDS

In our school children with Special Education Needs are encouraged to develop and learn alongside other children within a stimulating learning environment. They are integrated fully in all aspects of school life in order to achieve their full potential. We ensure needs are identified in partnership with parents/carers and through on-going teacher assessment. Appropriate provision is made through a broad, balanced, relevant and differentiated approach to the National Curriculum utilising all available resources. What is provided is not different but a carefully planned appropriately resourced version of the learning opportunities available to all.

GIFTED AND TALENTED

Where pupils have a particular gift/talent they are supported to enhance success and achievements. Parents are consulted and work with the school to enable greater success.

RELATIONSHIPS & SEX EDUCATION

A very basic age-appropriate programme is presented to children. Facts are presented in an objective and balanced manner and involves children learning about themselves and recognising changes as they grow. Parents have the right to withdraw their child from Sex Education lessons (except where it forms part of the National Curriculum). If you wish to do so, then please put your request in writing to the Headteacher, so that alternative arrangements can be made for these times. Parents will be invited to view the content of the lessons prior to them being taught. Please feel free to discuss any concerns you may have after viewing curriculum plans.

HOMework

All school work depends on reading skills and this is our priority.

Once children have settled into the EYFS, they will bring home books regularly to share with you. This continues throughout Key Stage 1, along with phonics work and Maths work to practice at home.

In Key Stage 2 all children are expected to read every day and to learn their times tables. Maths and English homework are set regularly and as children progress through the year groups the quantity of homework increases.

From time to time, in any key stage, your child will be asked to complete a homework project to compliment their topic work.

Every child in Key Stage 2 is given a Home School Journal to record homework tasks and important dates. Children are encouraged to use critical thinking skills to assess themselves against specific learning targets. Support from home and in school to develop these essential skills is vital to help children move their learning forward.



SCHOOL DISCIPLINE

A high standard of behaviour is expected of our pupils. They are taught self-respect and respect for all members the school community. Rules are based on these standards. When problems occur, they are dealt with sympathetically but firmly. All pupils are asked to think about their actions. In some instances, parents will be involved immediately. Policies are available to view on request from the school office or you can download them from the school website.

SCHOOL SOCIETIES & CLUBS

Head Boy and Girl

Each year, children vote for Head Boy and Head Girl. The main purpose of the job is to support the Head teacher and Senior Leadership Team in promoting and representing the school at certain times in and out of school hours.

The main responsibilities and tasks are to represent the school at events, make speeches promoting the school, show visitors round and meet with school council.



School Council

The children are encouraged to take an active role in the day-to-day routines of school life. The school council provides a forum for all children to give their views via their class representative. Elections are held annually and children from year 2 upwards take part in the democratic process.

The council meets to discuss issues of importance to the children, both in school and in the community. They are especially keen to develop playground facilities and improve the outdoor environment.

School Worship Team



Alongside the school council we have a school worship team with representatives from Y1-Y6. This team helps us select the hymns we learn and help with the delivery of worship by performing short sketches and writing and reading prayers. They also come up with suggestions about visitors they would like to invite to our assemblies.

School Eco Team

The school has a very active team of 'eco-warriors' who help maintain the school grounds and regularly look for ways of improving the school's recycling systems.

Activity Leaders

Activity leaders were appointed this year so that Year 5 could lead the children towards a different direction for physical activity. The Year 5 children lead different activities such as football, basketball, skipping and various skill related activities on Tuesdays, Wednesdays and Thursdays.

Quotes from the activity leaders, "I really enjoy leading the activities because I get to show younger children how to play games correctly, whilst enjoying it."; "It gives children the opportunity to join in when they don't always get the chance."; "It gives children the chance to have a go at activities that they don't always get the chance to do."

These comments from the children show that not only do the children enjoy the activities, but the activity leaders also enjoy the opportunity to lead. This enjoyment should carry on into PE lessons and give the children of this school a more positive view on physical activities including healthier and happier lifestyles inside and outside of school.

Librarians

Our school librarians maintain both our Bookworms' Library and Kapow Corner.

S.T.A.R.S.

S.T.A.R.S. play a vital role in school, supporting both staff and pupils. We currently have 9 S.T.A.R.S. (sensible, trustworthy and responsible students). They take their roles and responsibilities seriously, co-ordinating the daily duties between themselves. Their roles include corridor/toilet monitors at playtimes and lunchtimes, assisting with first aid and administration in the school office. They also organise school events and help to run them. Overall, our S.T.A.R.S. team play a very important role in the life of The District and put a lot of effort into making the school systems runs smoothly.



E-cadets

Our newly formed E-cadets team will receive training this year to deliver peer-to-peer eSafety support across the school. They will roll out termly activities across the school linked to Ofsted, Healthy Schools and Literacy and Numeracy Framework.

Extra-Curriculum Activities

These activities regularly include Craft Club, ICT Club, Football, Cheerleading, Choir, Homework, Art Club, Rugby, Multi-Skills, Book Club and Robot Club. Some activities have a small cost attached should specialist coaches be used.

ATTENDANCE

Overall attendance percentage for 2013-2014 : 94.61%

Overall attendance percentage for 2014-2015 : 95.4%

Overall attendance percentage for 2015-2016 : 95.3%

Target attendance percentage for 2016-2017 : 95.4%

Target attendance percentage for 2017-2018 : 95%

As part of the school attendance policy, we have an Education Welfare Officer, who ensures that absences are quickly monitored. We ask parents to co-operate with us by telephoning any absence to the school office (Telephone 01744 678250) and followed by a written explanation on your child's return to school.


Holidays in term time will only be authorised for exceptional circumstances and these must be applied for ahead of the holiday on the correct form available from the school office and backed up in writing from an employee or health worker where appropriate.

All children must attend school punctually. Patterns of lateness are dealt with so that children understand the importance of being on time and classes are run smoothly.

SCHOOL RESULTS

Early Years Foundation Stage (EYFS) - Attainment by Pupil Characteristics

The table below provides a basic summary on the numbers of children who completed the Early Years Foundation Stage (EYFS) in 2016 showing the collective achievement of particular groups of children.

Pupil Group	Number of Children	Percentage of Children achieving a Good level of Development			Average Points Score per Pupil		
		School	St Helens	England	School	St Helens	England
All Pupils	33	58% 	66%	69%	30.7	33.4	34.5

Key Stage 1 Teacher Assessment

2016 was the first year of the new key stage 1 tests in maths and English reading. The test scores are used by teachers to inform their overall teacher assessment. This means that the test score a child is given may not be the result they achieved in their SATs, but a score based on SATs results, classwork and the teacher's observations. The table below provides an overview on the teacher assessments grades reported, specifically, the numbers of children achieving the age expected standard or above (EXS+) and also the numbers of children judged to be working at a greater depth within the expected standard (GDS).

Number of pupils completing Key Stage 1 at the end of the 2016/2017 academic year: 53

Achieving the Expected Standard or above (EXS+)	School		St Helens		England	
	2016	2017	2016	2017	2016	2017
	%	Number %				
Pupils achieving the expected standard or above in Reading	42%	31 ↑ 58%	68%	72%	74%	TBC
Pupils achieving the expected standard or above in Writing	28%	27 ↑ 51%	58%	64%	65%	TBC
Pupils achieving the expected standard or above in Maths	40%	30 ↑ 57%	67%	71%	73%	TBC
Pupils achieving the expected standard or above in Science	51%	33 ↑ 62%	77%	78%	82%	TBC
Pupils achieving the expected standard or above in Reading, Writing & Maths	25%	24 ↑ 45%	51%	59%	60%	TBC
Pupils achieving the expected standard or above in Reading, Writing, Maths and Science	25%	24 ↑ 45%	51%	59%	60%	TBC

Working at a greater depth within the expected standard (GDS)	School		St Helens		England	
	2016	2017	2016	2017	2016	2017
	%	Number %				
Pupils working at a greater depth in Reading	0%	4 ↑ 8%	16%	22%	24%	TBC
Pupils working at a greater depth in Writing	0%	5 ↑ 9%	8%	12%	13%	TBC
Pupils working at a greater depth in Maths	0%	7 ↑ 13%	13%	16%	18%	TBC
Pupils working at a greater depth in Reading, Writing & Maths	0%	1 ↑ 2%	6%	8%	9%	TBC

Key Stage 2 Test and Teacher Assessments

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. The expected standard in the tests is a scaled score of 100 or above. In addition, the Department for Education (DfE) have set the threshold for the higher standard in 2017 to be 110.

Key Stage 2 Test Results (2017)	Percentage of Pupils achieving the expected standard or above			Percentage of Pupils achieving the higher standard			Average Scaled Score per pupil		
	School	St Helens	England	School	St Helens	England	School	St Helens	England
Reading Test	55%	68%	71%	9%	20%	25%	101	103	104
Mathematics Test	71%	73%	75%	11%	21%	23%	102	104	104
Grammar, Punctuation & Spelling (GPS) Test	75%	78%	77%	22%	30%	31%	104	106	106

Key Stage 2 Teacher Assessment Results (2017)	Percentage of Pupils achieving the expected standard or above			Percentage of Pupils achieving a greater depth		
	School	St Helens	England	School	St Helens	England
Reading (Teacher Assessment)	71%	78%	79%	-	-	-
Writing (Teacher Assessment)	67%	76%	76%	9%	17%	18%
Mathematics (Teacher Assessment)	75%	78%	77%	-	-	-
Science (Teacher Assessment)	67%	80%	81%	-	-	-

Key Stage 2 Combined Test & Teacher Assessment Result	Percentage of Pupils achieving the expected standard or above			Percentage of Pupils achieving the higher standard		
	School	St Helens	England	School	St Helens	England
Reading (Test), Writing (TA) and Mathematics (Test)	45%	58%	61%	2%	7%	9%

SCHOOL PROSPECTUS ANALYSIS

Period : 05/09/2016 to 21/07/2017

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Year R	45	44	97.8	6.2	13	28.9	0.5
Year Y1	37	36	97.3	3.2	21	56.8	1.5
Year Y2	55	51	92.7	2.8	37	67.3	1.6
Year Y3	60	56	93.3	2.8	38	63.3	1.7
Year Y4	56	50	89.3	2.7	33	58.9	2.0
Year Y5	60	54	90.0	2.6	31	51.7	1.1
Year Y6	56	46	82.1	2.9	36	64.3	2.3
Totals	369	337	91.3	3.2	209	56.6	1.6

